



Charlotte Mason's House of Education,
Scale How, Ambleside, UK, 2009

The **Charlotte Mason Digital Collection** is a not-for-profit database created in 2009-2011 to assist scholars, researchers, educators and students to discover, use, and build upon the Charlotte Mason Collection of archives, journals and books housed in the Armitt Library & Museum (UK). To learn more about this database or to search the digital collection, go to [The Charlotte Mason Digital Collection](#).

Your use of images from the **Charlotte Mason Digital Collection** is subject to a [License](#). To publish images for commercial purposes, a license fee must be submitted and permission received prior to publication. To publish or present images for non-profit purposes, the owner, Redeemer University College, must be notified at cmdc@redeemer.ca and submission of a copy of the context in which it was used also must be submitted to the owner at cmdc@redeemer.ca. Credit lines, as specified in the [License](#), must accompany both the commercial and non-profit use of each image.

Unless you have obtained prior permission, you may not download an entire issue of a journal nor may you make multiple copies of any of the digital images. Higher resolution images are available. [Low resolution (150 dpi), single copy printing is permitted: High resolution images for publication can be purchased. Please contact Redeemer University College in writing as specified in the [License](#) to request high resolution images.

While the document originals are housed in the Armitt Library & Museum, Redeemer University College owns the rights to the Digital Images (in jpg/pdf format) of the original archival documents and artifacts. The original Digital Images and database metadata are owned and maintained by Redeemer University College. Multiple images are bound together in PDF Packages. Click [here](#) to download the latest version of Adobe Reader for better viewing. In the PDF, click an image thumbnail to view it.

This project was made possible through collaboration among the [Armitt Library & Museum](#) (Ambleside, UK), [Redeemer University College](#) (Ancaster, Canada) and the [University of Cumbria](#) (UK) and with the financial assistance of the [Social Sciences and Humanities Research Council of Canada](#).

Need help? If you do **not** see a side-bar with image thumbnails:

Some of the PDF packages are large and will take some time to download. A very large PDF package may open more successfully if you download it first to your desktop. (From inside the database record, right-click on the link to the PDF package and save the link to your desktop.) Once it's on your desktop, you can open it up with a recent version of [Adobe Reader](#).

If you have a Macintosh with Safari, the default program to open PDFs is Preview, which does not open the PDF packets. Mac users need to download [Adobe Reader](#). If this cover page appears without a list of PDF files (either at the side or bottom of the screen), look for a paper clip or a menu option to view attachments. If you click that, you should see a list of the pages in the PDF package.

Viewing files with Linux: This works with the default PDF viewer that comes pre-installed with Ubuntu. While viewing this cover page in the PDF viewer, click "View" on the top toolbar, and check the box that says "Side Panel". That will bring up the side panel. The side panel will show only this cover page. Click the 'arrow' at the top of the side panel, and it will give you the option to view "attachments." If you click that, you should see a list of PDF files, which are the pages in the PDF package.



Social Sciences and Humanities
Research Council of Canada

Conseil de recherches en
sciences humaines du Canada

 Canada

Walden, by Henry David Thoreau (Routledge, 1/-). This inviting edition of *Walden* with Emerson's Introductory Essay will be a possession to all who love nature and all who seek the simple life; and to all, too, who taste the delightfulness of a good book carrying the force and charm of a unique mind.

Japan: the Eastern Wonderland, by D. C. Angus (Cassell, 2/6). This is an entirely new edition, reset and newly illustrated, of a work which has enjoyed considerable favour in the past both in the school and home. It has been read and corrected by a Japanese gentleman holding an important official position. *Japan* is singularly well-done. A young Japanese student, who studied English law at University College, is supposed to write of his own country and family to his little English sister "Nelly." There is hardly a feature of Japanese life which is not described with the serious directness and simplicity and the fullness of detail which children enjoy in their books.

Russia: The Land of the Great White Czar, by E. C. Phillips (Cassell, 2/6), is written with the same idea as the volume on *Japan*; the intention is to give children some insight into the ways of life, manners and thought of the subjects of the Great White Czar.

Mothering Sunday (Privately printed); *Home is Best* (2/-); *Suggestions on Bible Reading* (1/-); *The Joy of Living* (3d.); *Self-Examination, Questions on the Ten Commandments* (2d.) (all Longmans). *Mothering Sunday* is one of the *Brondesbury Leaflets* and is peculiarly interesting as taking us to the fountain-head, as it were, of the teaching which Miss Soulsby, from time to time, sends forth for the benefit of both mothers and daughters. Here we get the secret in an inspiring sketch of her own mother, full of "fragrance." After reading this graceful sketch, we are prepared for the wise, bracing, and sometimes pungent, teaching contained in *Home is Best*, a little posthumous volume by the late Mrs. Soulsby, wherein we have cheery and definite counsels for youth, middle life and old age. Clergy wives, too, come in for their share of counsel; and with the racy remarks on children's books, change of air, single women, etc., we are very heartily in sympathy. It is well that the garnered wisdom of such a life should be given to the public. The other three booklets are full of wise counsel, common sense, and devout feeling.

Canada: Britain's Largest Colony, by A. L. Hayden (Cassell, 2/6), is full of information but makes no attempt at literary presentation.

The second volume of M. Thémoin's *French Lessons* (Hachette, 3/6), is excessively interesting as affording examples of the method advocated by M. Gouin, that is, that an exhaustive examination of a subject from a certain point of view should be afforded by a series of language lessons. Here we have, for example, a series on *La Vie Humaine*, in which life is traced from birth to death, the various stages of school life are dealt with in detail, the duties of soldier and sailor are discussed, the family house is built, pictures and statues are added, marriage, old age and death complete the tale which includes various métiers and professions. The sequence is, in every case, well chosen; and one sees that a connected train of thought on such lines would excite a pupil's attention, while each sentence would suggest that which follows. There are *Séries* upon human life, plants, animals, and *Séries Diverses*, anecdotes, well-chosen and striking extracts from various authors, poetry, and an admirable series of short *Lectures sur la France*, in which a chapter upon the government of France is especially clear and good.

Italian Lessons on the Gouin Method, by M. Thémoin (Hachette, 3/6). These Italian lessons are especially well done, and are likely to be valued by teachers who do not understand the Gouin method, because they show how the verb in the indicative present is to be written in every case on the

blackboard; and also the conversational phrases which should be used during a lesson. The early lessons are short and simple, containing just the phrases that the beginner would find himself in need of. The volume is evidently designed for scholars of all ages, as it contains a priced list of wines! The lessons increase in difficulty as the book goes on, and the general notice of Italy with which the book concludes is masterly for clearness and brevity and for the fact that brevity is not secured by eliminating ideas. This is an art which English compilers of brief books do not understand.

Who's Who, 1905 (Black, 7/6 net), is more indispensable than ever; and truly it is an inestimable benefit to be able to turn to its pages and find out all about a name in the newspapers or the antecedents and interests of an unknown correspondent. There must be something like eighteen or twenty thousand biographies brought up to date, every word expressing a fact, the information attested and reliable to a surprising degree. Mr. Wallis Bridge, by way of a chance example, has nearly a column and a half to himself closely printed, and containing a surprising amount of information concerning the keeper of the Egyptian and Syrian antiquities at the British Museum. But this year *Who's Who* has contrived to double its value by publishing its tables as a separate *Year Book*—a most invaluable handbook for busy persons. You wish for a list of city officers, of managers of railways, of London specialists, of titled Americans, turn to the index and find your page!

The Englishwoman's Year Book (Black, 2/6) does credit to the editor and to the long list of helpers she thanks in her preface. The employments, professions and industries of women, women in literature, art and music, women in public work, philanthropy and charitable institutions; in fact, every department of woman's work, and every sphere of woman's special interest, is duly chronicled with many useful details. How useful, for example, is the list of residential clubs and homes for ladies, or again, the classified list according to the district, of all the lady doctors.

P.N.E.U. NOTES.

Edited by Miss F. NOËL ARMFIELD, Sec., 26, Victoria Street, S.W.

Tel. 479 Victoria.

To whom all Hon. Local Secs. are requested to send reports of all matters of interest connected with their branches, also 6 copies of any prospectuses or other papers they may print.

N.B.—Kindly write on one side of paper only.

NEW BRANCHES.

The Executive Committee has been approached with a view to starting Branches in the following places:—

BRADFORD.

CARDIFF.—Names may be sent to Mrs. Hamilton, Blackladies, Dynas Powis.

DUNFERMLINE.—Mrs. Beveridge, Pitreavie, Dunfermline, would be glad to hear from people interested.

NOTTINGHAM.

SURBITON.

SWANSEA.

Readers of the *Parents' Review* living in these districts, or having friends there, are asked to communicate with Miss Armfield, 26, Victoria Street, S.W.

BELGRAVIA.—The encouraging events of this last month have been the complete, and occasionally brilliant, success of the two courses of lectures—Mrs. Goslett on "The Hygiene of Childhood and Youth," and Miss Beatrice

Taylor in her rambles devoted to Nature study in London. On Nov. 16th and 23rd, Mrs. Goslett lectured on "The Weaknesses and Ailments of Young and Growing-up Period." At the end Mrs. Fitzroy moved a vote of thanks to the lecturer, expressing the thanks of the Branch first of all for the practical nature of the teaching, also for the high level of thought to which Mrs. Goslett had raised the teaching of hygiene, the eminently sane and wholesome tone, and the tenderness and reverence with which she treated the mystery of our children's lives, growth and development. On Nov. 19th, Miss Beatrice Taylor took a party of twenty-seven to the Physic Gardens, Chelsea, where a most picturesque and interesting study was given of mimicry in plants, and plants familiar in medicine and the arts. On Nov. 26th, the same number visited the Zoological Gardens. On Dec. 3rd, twenty-three members met Miss Taylor at the Kensington Gardens to study tree life and form, and the final lecture was given at the Natural History Museum, at South Kensington, on Dec. 10th.

BRISTOL.—The second lecture of the second session was held at the Kensington School of Art, Berkeley Square, on Wednesday, Nov. 16th, when Dr. Florence Stoney, M.D., B.S., London, lectured on "Children's Health," to an audience of 50 members and friends. Lady Dodsworth, presided. This paper appeared in full in December *Parents' Review*—The third meeting was held on Friday, December 9th, at the University College, Mr. H. Bolton, F.R.S.E., Curator of the Bristol Museum, lectured on "The Public Museum in Relation to Education." Dr. E. H. Cook took the chair. Mr. Bolton said that the broader outlook upon what constitutes true knowledge made the question of the relation between Museum and education of increasing importance. Museums ought to take the place of much that is learnt from text-books, for there the student finds the actual things with which the text book is concerned. Museum collections should epitomise our knowledge of the natural sciences. The lecturer then took each branch of natural science in turn, and suggested the ideal method of arranging specimens. The museum could also be used by the Art student, and in Bristol much satisfactory work is done there. The lecturer then referred to the Children's Museum established at Brooklyn, where interesting series of "half-hour-talks" are given to children, and which also issues a children's Museum bulletin. Mr. Bolton suggested that in the Bristol Museum there were cases of great interest to children, such as an Arctic case and a West of England case. In some towns a visit to the Museum was counted as a school attendance. The lecture was illustrated by a fine collection of natural history objects and sketches. Some discussion followed. Mr. Bolton has kindly consented to give a short demonstration to the children of the members of the Parents' National Educational Union during the Christmas holidays.

BRONDSBURY AND WEST HAMPSTEAD.—On Tuesday, Nov. 15th, the members of this branch were invited by the Teachers' Guild to hear an address on "Some Experiences of Girls' Education in America" by Miss Burrows, Vice-Principal of St. Hilda's, Oxford. Miss Burrows said that her visit to America's colleges was not official, but that during leave of absence, two years ago, she had had the opportunity of seeing various colleges in the north east, and she would dwell upon the differences that struck her between the American and English colleges. Students enter colleges in America younger than they do in England. The course is one of four years, and the first two years correspond in great measure to the last two school years in England. The subjects of the entrance examinations are wider than in England, and there is a much closer connection between school and college;

the record of school work being taken into account with the examination papers. There is a strong sense of corporate life and mutual helpfulness in those who are more wealthy often materially helping those who have less means. The discipline of the college is in the hands of the students, e.g., it rests with the senior students and not with the principal to grant leave of absence for the night. There is much less active out-of-door life than in England, but more time is spent in the gymnasium.

GLASGOW.—On Monday, Dec. 5th, Dr. Yellowlees delivered a lecture on "Nervous Children," at Glentower (by kind permission of Mrs. McIntyre). After some reference to the loose way in which the word "nervous" is used, sometimes to denote strength, and sometimes quite the reverse, the lecturer spoke at some length regarding the two kinds of nerves which we possess. The first, or unconscious nerves, are beyond our control, and carry on the processes essential to life without our co-operation as it were; the functions of growth, digestion, and purification, are thus automatically carried on. The second, or conscious nerves, are dependent on the unconscious, though themselves leading a more eager and active life, as by them we touch the outside world. After considering the mystery of the control of the brain cells, and the manner in which a wish implanted by the mind on the brain is carried into execution. The essentials of a healthy nervous system are to be established in early life, a proper blood supply, regulated exercise, and sufficient rest are needed for all the organs and more especially for the growing brain. Proper food is required, improper food leads to want of sleep and other disorders, which tell on the nervous system. Disturbances, manifestations of signs of nervousness may be either bodily or mental. There may be defects of movement or twitchings, or slowness, all bodily symptoms, or the intelligence may be affected and the child be slow to take in, or the emotional nature may be wayward, he may be erratic in affections he may show a want of common sense, and may not comprehend his environment. Worse still, he may betray a moral twist, may be wantonly cruel, or untruthful, without reason or excuse. In each case we should try to find out the cause, and to rectify it. To avert the evil we must give the brain better food, we must give due but not excessive exercise, remembering that exercise involves expenditure of nervous energy; and, we must have no taxing of an irritable brain. Lastly, in checking the manifestations, remember they are not the child's fault. He should not be punished. He should be treated patiently, and kindly, and corrected without anger.

HAMPSTEAD.—A lecture entitled "Roman History taught in the light of recent discoveries," was given by Mrs. Burton Brown, at Heddon Court, on Dec. 7th (by kind permission of Mr. Stallard), who presided at the meeting. The lecturer, whose book on the recent excavations at the Forum has appeared recently, spoke of the characteristics of the Latin tribes who came from the north of the Adriatic from about 1300 to 800 B.C. and gradually supplanted the Aegean inhabitants, whose monuments of great blocks of stone are found on the summit of the Sabine mountains. The Latins belonged to the race of lake-dwellers, so they naturally sought shelter in marshy districts, and finally settled on the little group of wooded hills rising out of the marshy Campagna (like their own primitive lake dwellings), which in in time became Imperial Rome. The Forum was to begin with nothing but the long narrow marshy valley, the central spot where the inhabitants of the surrounding elevation, the Esquiline and the Capitol, came to barter their goods, and throughout all its later vicissitudes etc., came to be the market place of Rome, and the shrine of its noblest memories, it remained the market place of Rome, and the shrine of its noblest memories, both secular and sacred. Recent excavations have emphasised the intense

veneration of the Latins for the *State* and for everything connected with their own origins and early history, the two points of most interest in the Forum being the group of shrines which take us back to the cradle of the religion of the race, and the group of political buildings centring round the black stone under which the tomb of Romulus, according to the classical tradition, has been recently unearthed. The common fire, kept always lighted, at which the primitive Roman women lit their hearth fires, was typified the women who attend to the affairs of the household. The temple of Vesta was built round in shape and domed like the early dwellings of the race. Among the primitive tombs, Mrs. Burton Brown showed the urns of the Latin peoples, and buried side by side with them the different graves and method of burial of the peoples they had conquered, thus even in the earliest historic times showing the respect of the Romans for the religion and customs of the other tribes. The recent excavation of the Forum tends as a whole to confirm history and tradition, and to authenticate the somewhat fantastic stories of the early settlement of Rome. The lecture was illustrated by a fine collection of lantern slides.—At the meeting of this branch, at 24, Thurlow Road (by kind invitation of Miss Berridge), the chair was taken by Mrs. Carmichael Stopes, and Miss Carta Sturge gave an address on "Mother and Daughters." The lecturer said young people have not had experience, and cannot be expected to exercise the same patience and toleration which should characterise the parents. Mothers often make a great effort to restrain their daughters, but they must recognise that development is inevitable. It is a great mistake to press one phase of thought on the young, or to oppose their views, and make them martyrs. They will usually at first only throw over the local form of belief, and where the parents are very tolerant the children will generally return to a faith, even if in a modified form. Opposition has proved itself to be always the worst policy. The young people of the present day may be given up to trivialities, but the last generation was perhaps over-serious, and the pendulum has now swung in the other direction. Formerly girls married early and incurred the responsibilities of life. Now they marry later, and nothing comes to pull them up.

HARROW.—On Tuesday, Nov. 1st, Miss Alice Woods lectured on "The Emotional Development of Children," at the local secretary's house. This lecture was specially appreciated by the members who were present.—On Friday, Nov. 18th, Miss Maynard lectured on "Choice of Motive," and on Dec. 6th, Mr. Clifford Granville was to have read a paper on "How to estimate Children's Progress in Arithmetic," but owing to the unfavourable weather the meeting had to be postponed.—The next lecture will take place on Jan. 10th, and will be given by Miss Florence Rankin, on "Rewards and Punishments."

KIDDERMINSTER.—A drawing-room meeting was held at Mrs. Ivens', Franche, on Oct. 25th, when a most earnest and able paper was read by Mrs. T. F. Naylor, one of the members, entitled, "Faith as regards every-day affairs of life." Deep interest was evinced by the hearers and Mrs. Naylor was gratefully thanked for her helpful words, and a very interesting talk on the subject followed the reading.

READING.—On Nov. 15th, the branch Meeting was held at Dr. Hurry's, in Castle Street, when a very interesting paper, accompanied by a few experiments, was read by Mr. Thorpe, the title of the paper being, "The relative advantages of a classical and scientific education." Mr. Thorpe very impartially portrayed the advantages of both systems, although he was evidently—notwithstanding his classical training—in favour of a scientific one,

as being of much greater service to "the average boy." There was a discussion after the paper, which showed that the views of those present coincided with those of the lecturer.—On Dec. 9th, one of, if not the most interesting lecture, was delivered to the branch by Miss Carter, of the Deaf School, Leicester, on "Deaf-Mute Education, past and present." Miss Carter first gave a *résumé* of what had been done in the way of teaching the deaf, and then—with the help of a little boy of seven, and a girl of fifteen, from her school at Leicester—gave a practical demonstration of her methods of teaching, with results which, to many of those present, seemed marvellous.—*Natural History Club.*—In accordance with the usual custom, the annual exhibition of work done by members of the above club was held on Saturday afternoon, Nov. 5th. The authorities of University College again kindly placed the botanical laboratory at the disposal of the Committee, and about 50 very interesting exhibits were staged on the benches. These consisted of dried and pressed botanical specimens, drawings and paintings from nature, seaweeds and shells collected during the seaside-summer holidays, insects, fossils, and nature diaries. With a view to encouraging definite and systematic work in nature study, a leaflet had been circulated among members earlier in the year, containing suggestions for making notes and collecting data concerning several common objects to be met with in an ordinary walk. Characteristic collections of twigs representing the more common trees were shown by Eliot Wallis and Denis Gilford, and a good portfolio of pressed flowers by Janet Edminson. Gladys and Gordon Harry exhibited some further additions to the beautiful collection of seaweeds shown last year, and Frank, Beety and Jean Black had made small but interesting collections of butterflies, beetles and shells. One of the most valuable contributions was that of Martin Rawlings, in which the life history of a frog was depicted by drawings taken at various periods and observations made respecting its changes and growth. Much attention, during the afternoon, was given to three living slow worms, which were shown by Edgar Smith, many of the children handling these harmless and interesting creatures without the slightest fear or hesitation.

REIGATE, REDHILL, AND DISTRICT.—At the last meeting of this branch, Mr. R. S. Ragg, Headmaster of Reigate Grammar School, initiated a discussion on "The Advantages of Day Schools against Boarding Schools," and it is interesting to note that he, himself an old public boarding school boy, with ample experience in practical scholastic work, should have formed the strongest possible opinion against the boarding school system. On the other hand, Mr. Rundall, with equal experience, first as a day school boy, next as master at Marlborough, then as headmaster of a great day school, and lastly as officer in the Education Department, declares in favour of boarding schools. Mr. F. E. Lemon, closely connected with a great London day school, supports Mr. Rundall, and the same side is taken by the Rev. F. Given-Wilson. None of the speakers attempted to disguise the evils and disadvantages of either system as they are at present carried out, and the value of the discussion mainly consisted in the clear exposition it afforded of the directions in which reforms of our national educational methods are most urgently called for. Mr. Ragg declared that the effect of the boarding school system on civic life is disastrous. Local patriotism, he pointed out, sadly needs encouraging, but boarding schools are directly antagonistic to this idea. When boys are educated at the local school they learn to take a pride in their school and their town, and will be much more likely as men to interest themselves in its local government. The boy is the father of the man; and unless by parental

example and school teaching our children can be imbued with the spirit of true citizenship—the spirit which leads to willing sacrifice on behalf of the public weal—very little progress in the desired direction can possibly be expected.

RICHMOND.—At the last meeting of this branch, which took place at the Kew Gymnasium, the Rev. W. H. Bliss, M.A., presided, and Mrs. Spencer Curwen gave a lecture on her new method of music teaching. This new method of music tuition, said Mrs. Spencer Curwen, consisted of a practical course of the elements of music, and its aim was to make those elements understood. The word elements was used in two senses:—Every pupil ought to know all about pitch and its notation, rhythm, and its notation, key relationship, scale rotation, and key signatures. Every pupil should also have the first notions of harmony, the foundation chords of the major and minor keys and their inversions, and something of transposition. They should also learn the first ideas of musical form. When one had settled what to teach, the next question was "How to teach it." The new method differed in its aim from any other. She did not think the aim and object of pianoforte teaching was necessarily pianoforte playing. The standard of pianoforte playing was at present exceedingly high, and to attain it at all meant many hours' practice, impossible with the usual amateur. The first aim was to make intelligent readers, though that did not mean phenomenally rapid readers. The second aim was to make intelligent listeners, and the third to discover possible performers. From beginning the pupils were taught to listen and form judgment about things, and the pupil was dealt with entirely through the teacher. Mrs. Spencer Curwen then detailed by using various charts the manner in which the pupils were taught, and illustrations were given by pupils, who played various elementary duets and solos, showing particularly correct time and intelligent readings.

VICTORIA.—*Hawthorn and Kew sub-branch.*—A meeting of the local sub-branch of the P.N.E.U. was held in the Presbyterian schoolroom, Glenferrie Road, Hawthorn, on Oct. 10th. The chair was taken by the Rev. Dr. Gosman, of the Independent Church, and a lecture on "National Education, its Scope and Purpose," was delivered by the Hon. Theodore Fink. Mr. Fink was well qualified to speak on this subject, as he was lately a member of a Royal Commission appointed to inquire into State Education throughout Europe, America and Australia. From a wonderful store of information he enlarged on the importance of arriving at a generous ideal of education in accordance with which all grades of the education of a citizen—primary, secondary, and university—should be carried on. At the conclusion of the lecture several new members joined, and also gave in their names as subscribers to the *Parents' Review*.—*Southern Suburbs of Melbourne sub-branch.*—A meeting was held on Oct. 6th, in the Prahran Town Hall, when Mr. Frank Tate, the Director of Education, delivered his lecture on "Habit," which he had previously given before the Kew sub-branch. There was a very fair audience, which was much interested in Mr. Tate's presentation of the subject. He insisted on the importance of habit being transformed from one's master to one's slave, that the mind might be untrammelled in directing the nobler activities of life. His conclusions gained in force through Mr. Tate's ability to illustrate them with a wealth of anecdote from his personal experience. The chair was taken by Mr. Donald Mackinnon, M.L.A., who made some valuable remarks on the subject of the early training of children.

³ [Miss Armfield regrets that lack of space compels her to withhold some of the Notes.]

THE

PARENTS' REVIEW

A MONTHLY MAGAZINE
OF HOME-TRAINING AND CULTURE.

"Education is an atmosphere, a discipline, a life."

Vol. XVI. No. 2.]

[FEBRUARY, 1905.

SELF-CONTROL.*

BY DR. JOHN MACPHERSON,
Commissioner in Lunacy for Scotland.

In the sense in which the word is popularly used there can be no such thing as self-control. Absolute self-control would denote a rigidity of character which is unnatural and could only be exemplified by the extreme attitude of an oriental Fakir. A normal man or woman living in modern society must be able to react rapidly in thousands of ways towards his or her environment. There must be a constant give and take always within the conventions of the society of which the individual is a member. There are, however, certain limits of conduct beyond which the individual must not step. These limits are defined for us by the unwritten laws of society and by our own religious or moral standards. I take it then that one measure of self-control is the power of the individual to restrict himself within those limits which I have mentioned. But the ability of the individual to do this depends upon three things:—(1) Upon his intelligence; (2) upon his emotional stability; (3) upon the strength of the persistence of certain primitive instincts; and (4) upon education. All people are not equally endowed in this respect.

There is a general impression of a traditional sort that however men may vary in their bodily conformation, each

* Lecture given to the Edinburgh Branch of the P.N.E.U.